



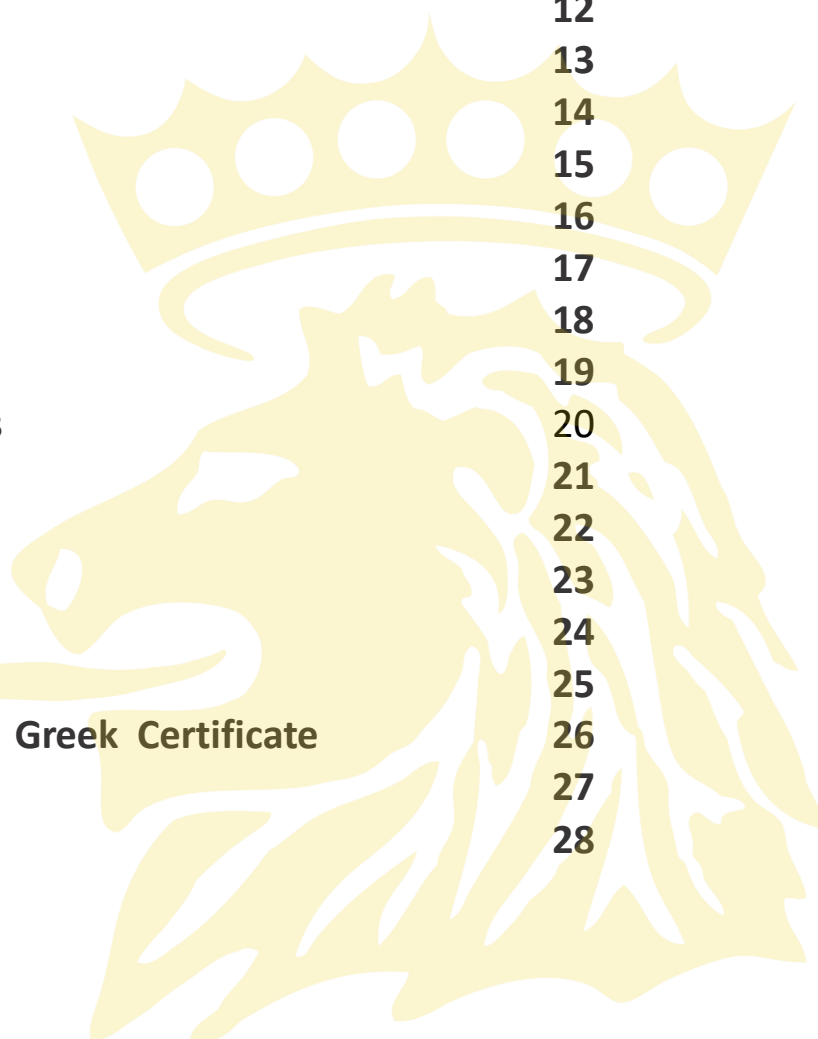
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE



Year 5 Booklet for A Level Options 2023 - 2024

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Useful Websites for Careers & University Entry

General	www.englishschool.ac.cy	Click 'university entry', fast links to topics of interest and keep up to date with our upcoming visits and events
	Unifrog	Sign in to your Unifrog account for information about English taught courses worldwide, Careers, personality test, interest quizzes and more
	www.thecompleteuniversityguide.co.uk www.timeshighereducation.com www.topuniversities.com	Gives rankings by university and ranking of universities by individual subjects and countries
	www.whatuni.com	Lots of information on UK Universities, their available scholarships, useful advice for new students.
	unistats.direct.gov.uk	Official statistics on entry requirements, destinations and satisfaction rates.
	www.icould.com www.prospects.ac.uk https://targetcareers.co.uk/	Reliable source of information for choosing careers
UK	www.ucas.com	Gives information on all UK Universities including course profiles and entry requirements for each course
	www.russellgroup.ac.uk	
	www.informedchoices.ac.uk	The importance of choosing the right sixth form subjects and how to decide
USA	www.studyusa.com.cy	Information concerning US Universities
	educationusa.state.gov	Official source on US Higher Education, supported by the Bureau of Educational & Cultural Affairs
	www.collegeboard.com	Information about a US application
France	campusfrance.org	
Germany	https://www.daad.de/en/	General information /entry requirements
	www.study-in.de	
	hochschulstart.de	Medicine in Germany
Italy	www.universitaly.it/index.php	
	www.admissionstesting-service.org/our-services/medicine-and-healthcare/imat/how-to-register	Medicine admission test
Holland	www.studyinholland.nl	
Spain	www.studying-in-spain.com	General information
	https://accesoextranjeros.uned.es/home	UNEDasiss
Europe	www.studyineurope.eu	Database of courses in Europe
	eunicas.co.uk	European University Central Application Support

AN INTRODUCTION TO THE OPTIONS PROCESS

Welcome to the Year 5 Options process!

Please read this section carefully. It contains very important general information concerning entry into the Sixth Form and into individual subjects

When students come to the end of their I/GCSEs they will go on to take International A Levels. This means that certain choices have to be made, as to which are the right subjects of study and combinations for each student.

When making your choices you should consider:

- The subjects you are interested in
- Your abilities, aptitudes and skills
- Your future career path, if known
- If you are not sure what course you will follow, you might wish to consider choosing A Levels that will lead to a wide range of university courses and thus keep your future career options open.

The General Structure of International A-Levels

The IAL syllabii stretch and challenge all students, especially those aspiring to attend a top university. The more "open ended" questions demand systematic study, increased effort and wider reading if students are to achieve an A* grade.

The school has now moved to international A-levels. According to the structure of this qualification, year 6 students will be sitting their IAS examinations at the end of Year 6. Universities consider the IAS as half A-levels. Student progress from Year 6 to Year 7 will depend on their International AS performance. University offers will thus generally be made based on a student's I/GCSE and IAS performance profile as well as predicted IAL grades. Obviously your performance in Year 6 IAS examinations will play a key role in determining your IAL predictions in Year 7.

We ask students going into Year 6 to **CHOOSE FOUR SUBJECTS** from the list provided. This provides students with a broad academic base in Year 6 which gives them more flexibility in dropping a subject when continuing with three IAL's in Year 7. The breadth is also appreciated by universities. This is not optional; all students are expected to complete four subjects at the end of Year 6.

Option Choices

Because it is very important to make sensible choices, we allow considerable time for this process. This is to allow you to think carefully about what you plan to do and give you a chance to discuss and consult with staff and your parents before any final commitment is made.

It is wise that before any choices are made the matter be discussed:

- a) at home among the family
- b) at School with the relevant teachers
- c) at School with the Careers and University Guidance Centre, Ms Pantelides, Mrs Ashioti and Mr Kkailas, if special guidance is needed for university and careers issues.

The options process will be completed by **Monday 5th February 2024**. We urge all students to make their final choices by the 5th February deadline.

After this date:

- No further changes will be allowed until after the I/GCSE results are published in August 2024.
- In August the number of changes possible will be restricted by set sizes and the timetable. Students will not be allowed to move if sets are above the target number of 16.

It is sometimes necessary for Heads of Department to reject subject requests because in their view, and in the light of the student's past performance, it will not be a wise choice to make.

Promotion to Year 6 is dependent upon a student gaining a minimum of **6 pass grades (9-5) at I/GCSE Level** which should include his/her option choices, under the conditions listed below. Students gaining fewer than six I/GCSE passes cannot normally be admitted to an A Level programme. **They may be offered the chance to repeat Year 5 or asked to leave the School.** If after repeating Year 5 the required grades are achieved, promotion to an A Level course can take place.

THE FOLLOWING SHOULD BE NOTED REGARDING ENTRY TO YEAR 6:

- **Normally a student should have achieved at least a grade 7 at I/GCSE level in a chosen subject in order to proceed into the Sixth Form class in this subject. This is to ensure that all students have a good chance of success at GCE as the standard is considerably more demanding than I/GCSE and requires a strong foundation in the subject.**
- A student may not proceed to an A Level course in Year 6 when less than Grade 7 is achieved at I/GCSE, except in exceptional circumstances, at the discretion of the Head of Department, when a minimum grade 6 will be required.
- If a student does not have a strong enough academic profile to continue into Year 6 GCE study in his/her four subjects, he/she will be asked to repeat the year or leave the school. A minimum of two out of the four options must be grade 7 or above. No grades lower than Grade 6 will be acceptable for the remaining two subjects.
- Option courses will be run only if viable groups are formed.
- While every effort will be made to satisfy students' option choices, in some cases this may not be possible due to timetabling restrictions.

Subject-specific minimum requirements:

- **Business Studies:** Economics IGCSE, minimum grade 7, Maths IGCSE, minimum grade 7, and English Language minimum grade 6
- **Computer Studies:** Computer Studies IGCSE, minimum grade 7, and Maths IGCSE minimum grade 7
- **Economics:** Economics IGCSE, minimum grade 7, Maths IGCSE Minimum grade 7, and English Language minimum grade 6
- **Geography:** Geography IGCSE minimum grade 7, and English Language IGCSE minimum grade 6
- **Further/Double Maths:** IGCSE Mathematics (Year 4) minimum grade 8, IAL Pure Mathematics 1 (Year 5) grade A



Course Structure

Component 1 - Personal Portfolio 60% of GCE

- Preparatory Studies
- Final Artwork
- Personal Study (Essay)

Component 2 - Externally Set Assignment 40% of GCE

- Preparatory Studies
- 15 hour period of sustained focus exam

Examination Board

Edexcel

Assessment

Component 1 60%

Component 2 40%

About the course

Pupils will develop personally driven projects. For each project, pupils will be expected to complete comprehensive research work developing their ideas, experimenting with media, refining their skills, and linking their ideas to other artists and designers. Therefore, pupils will establish visual language skills and conceptual awareness.

During the Art and Design course, students will create a portfolio, which will be oriented around their chosen career path, for example, Fine Art, Architecture, Product Design, Interior Design, Textile Design, Fashion Design, Graphic Design, Game Design and Development, Set Design, Illustration and Animation and many more.

Art and Design at this level aims to enable students to develop:

- intellectual, imaginative, creative, and intuitive capabilities
- investigative, analytical, experimental, practical, technical, and expressive skills, aesthetic understanding and critical judgment
- independence of mind in developing, refining, and communicating their ideas, intentions and outcomes
- an interest in, enthusiasm for, and enjoyment of art, crafts, and Design
- experience working with a broad range of media
- an understanding of the interrelationships between art, craft, and design processes and an awareness of the context in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, Design media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences, and consumers of art, craft, and Design



Examination Board Edexcel

IAS Assessment (Year 6)

Unit 1 - 40% of total IAS qualification (1h 30m, 80 marks)

Unit 2 - 40% of total IAS qualification (1h 30m, 80 marks)

Unit 3 - 20% of total IAS qualification (1h 20m, 50 marks)

IA2 Assessment (Year 7)

Unit 4 - 40% of total IA2 qualification (1h 45m, 90 marks)

Unit 5 - 40% of total IA2 qualification (1h 45m, 90 marks)

Unit 6 - 20% of total IA2 qualification (1h 20m, 50 marks)

IAS Course Structure

Topic 1: **Molecules, Transport and Health**

Topic 2: **Membranes, Proteins, DNA and Gene Expression**

Topic 3: **Cell Structure, Reproduction and Development**

Topic 4: **Plant Structure and Function, Biodiversity, Conservation**

IA2 Course Structure

Topic 5: **Energy Flow, Ecosystems and the Environment**

Topic 6: **Microbiology, Immunity and Forensics**

Topic 7: **Respiration, Muscles and the Internal Environment**

Topic 8: **Coordination, Response and Gene Technology**

Statistics: Student's t-test, χ^2 -test and Spearman's Rank.

A scientific article that is pre-released 8 weeks before the examination.

Subject specific minimum requirements:

IGCSE Biology minimum grade 7

About the course

What students will gain from the course:

- Biology is a highly interesting and motivating subject. The workload is demanding but rewarding.
- The new IAL Biology specification has been designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.
- The course aims at recognizing the value and responsible use of biology in society and promoting an appreciation of the development and significance of biology in personal, social, environmental, economic and technological contexts and an awareness of advances in technology, including ICT, relevant to biology.
- The course combines the traditional classroom lesson with experimental work, which reinforces the theory part of the course and develops an understanding of the links between theory and experiment and scientific methods.
- A significant proportion of time is devoted to practical work, which includes fieldwork, microscopy and biochemical and physiological experiments.
- Biology is a highly respected academic A level and it makes an excellent choice, offering you access to a wide range of university courses and careers. You'll need biology for most degrees in medicine, biology, biomedical sciences, dentistry, dietetics, physiotherapy, orthoptics, occupational therapy, speech therapy, sports science, pharmacy, nursing, veterinary medicine, biotechnology, forensic science, science writing, and nursing to just name some.



Examination Board

Edexcel

Assessment

Unit 1: (25% of AS – end of Year 6)

Unit 2: (25% of AS – end of Year 6)

Unit 3: (25% of IAL – end of Year 7)

Unit 4: (25% of IAL – end of Year 7)

Course Structure

Business A Level Structure:

Unit 1: Marketing and People

Unit 2: Managing Business Activities

Unit 3: Business Decisions and Strategy

Unit 4: Global Business

Subject-specific minimum requirements:

Business Studies: Economics IGCSE, minimum grade 7, Maths IGCSE, minimum grade 7, and English Language minimum grade 6

About the course

Unit 1: Marketing and People

In this unit, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start-ups. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. It also considers people, explores how businesses recruit, train, organise and motivate employees, and the role of enterprising individuals and leaders.

Unit 2: Managing business activities

This unit enables students to develop an understanding of raising and managing finance and measuring business performance. It outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors.

Unit 3: Business Decisions and Strategy

This unit moves from functions to strategy, enabling students to develop their understanding of the core concepts and take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow and develop an understanding of the impact of external influences. The unit also covers the causes and effects of change and how businesses mitigate risk and uncertainty.

Unit 4: Global business

Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.



Examination Board Edexcel

Assessment

Externally assessed

- 3 written papers at IAS level
- 3 written papers at IAL level

Course Structure

Unit 1: Structure, Bonding & Introduction to Organic Chemistry (20%)

Unit 2: Energetics, Group Chemistry, Halogenoalkanes & Alcohols (20%)

Unit 3: Practical Skills in Chemistry I (10%)

Unit 4: Rates, Equilibria & Further Organic Chemistry (20%)

Unit 5: Transition Metals & Organic Nitrogen Chemistry (20%)

Unit 6: Practical Skills in Chemistry II (10%)

About the course

The purpose of this qualification is to:

- define and assess attainment of knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study in the UK and other higher education institutions, particularly (although not only) in the same subject area
- set out a robust and internationally comparable post-16 academic course of study
- enable higher education institutions to identify accurately the level of attainment of students
- provide a benchmark of academic ability for employers

The aims and objectives of the Pearson Edexcel International Advanced Level in Chemistry is to enable you to develop:

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- your interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Practical skills through the completion of 16 core practical activities and a number of preparatory activities

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers. Chemistry is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy, space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.



Examination Board

Cambridge

Assessment

External Exam AS 50%

External Exam A2 50%

Course Structure

AS Level

Paper 1 - Theory Fundamentals - 25%

Paper 2 - Fundamental Problem-solving and Programming Skills - 25%

A Level

Paper 3 - Advanced Theory – 25%

Paper 4 - Practical – 25%

Subject-specific minimum requirements:

Computer Studies IGCSE minimum grade 7, and English Language minimum grade 6

About the course

The aims of a course based on Cambridge International AS and AL Computer Science, whether leading to an AS or A Level qualification are:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer based solutions to problems

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

This syllabus aims to encourage the development of computational thinking, that is thinking about what can be computed and how by the use of abstraction and decomposition. It includes consideration of the data required. Learning computational thinking involves learning to program, by writing computer code, because this is the means by which computational thinking is expressed.

AS & A Level Computer Science encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology. It encourages learners to be:

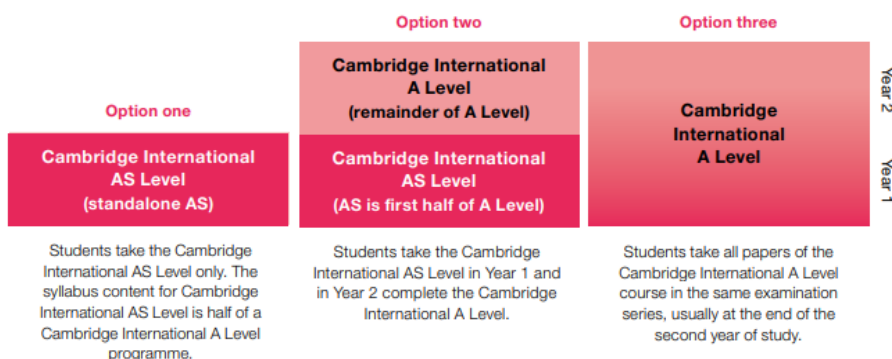
- confident, using a range of technology and programming paradigms
- responsible, using technology ethically
- reflective, as programmers, improving their own programming solution
- innovative, creating efficient solutions to problems
- engaged, in technology, how it is built and how software solutions are developed



Examination Board Cambridge International AS & A Level Design & Technology (9705)

Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all four components together. Candidates who want to take the Cambridge International A Level qualification in two stages take the Cambridge International AS Level

Course Structure



Cambridge International AS Level

Component 1	3 hours	Component 2	40–50 hours
This is a written paper which tests knowledge, understanding, product analysis and design.		This is a coursework project which involves an individual design problem and production of a design model.	
There are three sections; in each section candidates answer one question from a choice of three.			
Weighted at 60% of total marks		Weighted at 40% of total marks	

Cambridge International A Level

Component 1	3 hours	Component 2	40–50 hours
Component 1 for Cambridge International A Level is the same as Component 1 for Cambridge International AS Level.		Component 2 for Cambridge International A Level is the same as Component 2 for Cambridge International AS Level.	
Weighted at 30% of total marks		Weighted at 20% of total marks	
Component 3	3 hours	Component 4	40–50 hours
This is a written paper which tests design, knowledge and understanding in three focus areas; candidates specialise in one of these areas.		This is a coursework project, and it can either be developed from the Component 2 project or be a completely new project covering Components 2 and 4 in an holistic way.	
There are two sections in this paper. In Section A candidates answer two structured knowledge application questions from a choice of three on their chosen focus area. In Section B candidates answer the one design question on their chosen focus area.			
Weighted at 30% of total marks		Weighted at 20% of total marks	

Assessment

There are four externally assessed papers at International A level.

Unit 1: (25% - End of Year 6 – IAS)

Unit 2: (25% - End of Year 6 –IAS)

Unit 3: (25% - End of Year 7 – IAL)

Unit 4: (25% - End of Year 7 – IAL)

Course Structure

Unit 1: Markets in Action

Unit 2: Macroeconomic Performance and Policy

Unit 3: Business Behavior

Unit 4: Developments in the Global Economy

Subject-specific minimum requirements:

Economics: Economics IGCSE, minimum grade 7, Maths IGCSE Minimum grade 7, and English Language minimum grade 6

About the course

Unit 1: Markets in Action

This unit provides students with an introduction to the fundamentals of economics and explores how the price mechanism allocates resources in local, national, and global markets. Students will learn to apply supply and demand analysis to real-world scenarios and understand consumer behaviour. This includes examining how consumers rationally maximize utility and how firms aim to maximize profit. Additionally, students will analyze market failures, comprehend the strengths and weaknesses of potential policy solutions, and suggest remedies.

Unit 2: Macroeconomic Performance and Policy

This unit introduces students to key measures of economic performance and the main objectives and instruments of economic policy on an international scale. Students will learn to use a basic AD/AS model to analyze changes in real output and the price level. They will explore demand-side and supply-side policies to improve economic performance, considering historical contexts and predicting their possible impacts. The unit also covers different approaches adopted by policymakers to address macroeconomic problems and identifies criteria for success.

Unit 3: Business Behavior

Building on the content of Unit 1, this unit examines how pricing and competition between firms are influenced by the number and size of market participants. By the end of this unit, students should be capable of analyzing and evaluating pricing and output decisions made by firms in various contexts. They will gain an understanding of the role of competition in business decision-making and assess government interventions aimed at promoting competitive markets.

Unit 4: Developments in the Global Economy

Unit 4 builds upon the knowledge and skills acquired in Unit 2. It requires the application, analysis, and evaluation of economic models and the ability to assess policies addressing economic problems. Students will develop an awareness of trends and developments in the global economy over the past 40 years, including contemporary issues. Wide-ranging reading and research will enable students to utilize up-to-date and relevant examples to analyse and evaluate global economic issues and developments.

Examination Board Edexcel

Assessment

100% Examination

Course Structure

IAL

Unit 1 (IAS) - Context and Identity

Unit 2 (IAS) - Language in Transition

Unit 3 (IA2) – Crafting Language

Unit 4 (IA2) – Investigating Language

Subject specific minimum requirements:

IGSE English Language minimum grade 7

About the course

The course provides you with many opportunities to study English Language in its diverse forms; you will gain a critical understanding of how language works and will be presented with opportunities to study this independently. As language is a social medium, it cannot be separated from social issues and consequently you will learn to evaluate how language works in context: for example, in politics, the media, education, law, and in e-mails.

Additionally, you will improve fluency in the language in both speech and writing. You will be presented with opportunities to write for real-life contexts and improve your skills as a professional writer and producer of texts. Given the status which English has today as a global language, and the essential need for effective communication, analysis and critical thinking; the skills learnt during the course are highly valued by both universities and employers.

You can apply to do a degree in a wide range of subjects, such as English, journalism, media and communication studies, law, linguistics or psychology. By studying language you will become an expert at understanding concepts, analysing a complex system of representation and interpreting and creating a variety of written and spoken texts, including media. In the real world, including the world of work, we are bombarded with such texts; the skills that you will learn, therefore, including those of powerful and effective communication, are essential.



Examination Board Edexcel

Assessment

100% Examination

Course Structure

Unit 1 (IAS) – Poetry and Prose

Unit 2 (IAS) – Drama

Unit 3 (IA2) – Poetry and Prose

Unit 4 (IA2) – Shakespeare and pre-1900 Poetry

Subject specific minimum requirements:
IGCSE English Literature minimum grade 7

About the course

Overall, the study of English Literature gives students the chance for personal development and enrichment along with an enhancement of the skills of evaluation, analysis and comparison. Studying English Literature is not just about reading well-written books. It is a subject which opens your mind to understanding the world around you, allowing you to address a wide range of issues in interesting ways: moral, spiritual, ethical, philosophical, social, political and cultural. The analytical and communication abilities that English provides are called ‘transferable skills’: they are useful in almost any occupation. When looking for a job, they are often the most valuable skills to have. Studying English Literature will help develop the following:

- The Russell Group of Universities has identified English Literature as one of the eight ‘facilitating’ subjects at A-level. This means that it is one of the most frequently required for entry to degree courses.
- English Literature is perceived as a valued subject by both universities and employers. As well as developing analytical skills, students will gain fluency in their oral and written communication. These skills are essential in careers which require professionals to communicate knowledge and understanding persuasively such as Law, Medicine, Business Management, Diplomacy, the Media and Education.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure IAL

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Understand and respond, in speech and writing, to spoken language.	35.2	30.6	32.9
AO2	Understand and respond, in speech and writing, to written language.	34	31	32.5
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	30.8	23	26.9
AO4	Respond critically to themes and ideas from selected topics, literary texts or films.	0	15.4	7.7

About the course

Subject specific minimum requirements:
IGCSE French minimum grade 7

The aims and objectives of this qualification are to enable students to:

- enhance your linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop your ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within your cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers



Examination Board

Cambridge

Assessment

100% External Examination

Course Structure

AS Level

Paper 1 – Core Physical Geography (50%)

Paper 2 – Core Human Geography (50%)

A Level

Paper 1 – Advanced Physical Geography (50%)

Paper 2 – Advanced Human Geography (50%)

AS Level:

Cambridge International AS Levels often represent the first half of an A-Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A-Level.

Subject-specific minimum requirements:

Geography IGCSE minimum grade 7, English

Language IGCSE minimum grade B/6

About the course

We are constantly exposed to geographical issues in everyday life, including; environmental concerns; natural disasters; world weather; local developments; economic development; water management; resource development; energy issues; urban and rural change; population change and migration; maps and travel. It is not then surprising that Geography is an increasingly popular option choice at AS and AL. Students are provided with an opportunity to develop an awareness and understanding of the patterns; processes and relationships that characterise human and physical environments.

Traditionally geography is seen as a bridge between the sciences and humanities, enabling students to keep their options open. Geography also complements many AS/AL subject combinations

Fieldwork opportunities at AS/AL

At AS an extremely successful annual trip is offered to The Cranedale Centre, a field study centre in Yorkshire, UK during the autumn term. This Centre has a deservedly very high reputation for teaching of excellence and provides the students with a solid of a wide range of A level topics.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure IAL

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
A01	Understand and respond, in speech and writing, to spoken language.	35.2	30.6	32.9
A02	Understand and respond, in speech and writing, to written language.	34	31	32.5
A03	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	30.8	23	26.9
A04	Respond critically to themes and ideas from selected topics, literary texts or films.	0	15.4	7.7

About the course

Subject specific minimum requirements:

IGCSE German minimum grade 7

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers

HISTORY

Transferrable skills: Analysis, reasoning and argumentation, critical thinking, decision-making, adaptive thinking, perspective taking, assertive communication

Examination Board Pearson Edexcel

Assessment

100% External Examination

Course Structure

AS Paper 1

Option 1C: Germany, 1918–45

AS Paper 2

Option 1A: India, 1857–1948: The Raj to Partition

A2 Paper 3

Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

A2 Paper 4

Option 1C: The World Divided: Superpower Relations, 1943–90

Subject specific minimum requirements:

IGCSE History minimum grade 7

About the course

Do you have an inquiring, critical or analytical mind? If you have answered yes then History could be a great A-Level for you to study!

Qualification aims and objectives

A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. This will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The topics available throughout the course will provide students with the knowledge and skills they require to succeed as A-level historians.

But it's all in the past, why is history useful to students now? It would be great to know what could happen before we make an important decision wouldn't it?

By analysing past events we learn about the consequences of people's actions, from kings and queens to the London baker who forgot to put his fire out on September 2nd 1666...

History tells us about the future. If we apply this knowledge to the present, governments, businesses and individuals can learn lessons from past mistakes or successes and make informed choices about their futures.

For example, economists might compare the causes of the recent recession with past economic crises, like the Wall St Crash, and work with politicians to avoid them happening again.

Careers related to the study of history include:

Law, economics, politics, public sector, teaching, academia, business, insurance, marketing and archaeology.

Examination Board

Edexcel

Assessment

100% external assessments

Course Structure

It consists of 6 units in total.

All students will take the following units:

Pure Mathematics 1 (Year 5), Pure Mathematics 2 (Year 6), Pure Mathematics 3 (Year 7) and Pure Mathematics 4 (Year 7).

To complete their IAL qualification, they must choose between Statistics and Mechanics.

Statistics units to complete the IAL: Statistics 1 (Year 6) and Statistics 2 (Year 7)

Mechanics units to complete the IAL: Mechanics 1 (Year 6) and Mechanics 2 (Year 7)

Subject-specific minimum requirements:

IGCSE Mathematics (Year 4) minimum grade 7

About the course

Career opportunities:

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both “facilitating” subjects for entry to higher education. Careers for men and women with good mathematics skills and qualifications are not only well-paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A-level mathematics and further mathematics is increasing, there is still a huge demand from science, engineering and manufacturing employers.

Employability skills:

The reason why so many employers highly value mathematics qualifications is mathematics students become better at thinking logically and analytically. Through solving problems, you develop resilience and can think creatively and strategically. The writing of structured solutions, proof and justification of results helps you to formulate reasoned arguments. And, importantly, you will have excellent numeracy skills and the ability to process and interpret data.

Supporting other subjects:

The mathematical skills you learn in A-level mathematics are of great benefit in other A-level subjects such as physics, chemistry, biology, computing, geography, psychology, economics and business studies. Studying A-level further mathematics is likely to improve your grade in A-level mathematics. The extra time, additional practice, further consolidation and development of techniques contribute to improved results in A-level mathematics.

An interesting course:

International A-level Mathematics is an interesting and challenging course which extends the methods you learned at IGCSE and includes optional applications of mathematics, such as statistics and mechanics.

Statistics is about collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers like insurance, medicine, engineering and the sciences.

Mechanics is about modelling and analysing the physical world around us, including studying forces and motion. Mechanics is particularly useful to students studying physics and engineering.

INTERNATIONAL A-LEVEL FURTHER MATHEMATICS

Transferrable skills: Critical thinking, reasoning, problem-solving, analysis, decision-making, innovation, productivity, collaboration



Examination Board

Edexcel

Assessment

100% external assessments

Course Structure

It consists of 12 units in total.

All students will take the following units:

Pure Mathematics 1 (Year 5)

Pure Mathematics 2 (Year 6)

Further Pure Mathematics 1 (Year 6)

Statistics 1 (Year 6)

Statistics 2 (Year 6)

Mechanics 1 (Year 6)

Pure Mathematics 3 (Year 7)

Pure Mathematics 4 (Year 7)

Further Pure Mathematics 2 (Year 7)

Mechanics 2 (Year 7)

Mechanics 3 (Year 7)

Statistics 3 (Year 7)

Subject-specific minimum requirements:

IGCSE Mathematics (Year 4) minimum grade 8

IAL Pure Mathematics 1 (Year 5) grade A

About the course

Why study A level Further Mathematics?

Preparation for higher education

For progression to many courses at university, it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree courses, International A-level mathematics is a requirement, and AS or A-level Further Mathematics is often a preferred subject. Having A-level Further Mathematics on your university application is a way to make it stand out.

You should also consider the following:

- Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience.
- For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.
- Students who take Further Mathematics find that the additional time spent studying mathematics boosts their marks in single A-level Mathematics.
- It makes the transition from high school to university courses, which are mathematically rich, that much easier as more of the first-year course content will be familiar.
- It enables students to distinguish themselves as able mathematicians in their applications for university and future employment.

Discuss with your mathematics teachers the options available for studying mathematics in the sixth form. These websites provide useful additional advice and information about mathematics, careers and university courses.

www.mathscareers.org.uk & www.futuremorph.org

Additional information for parents can also be found here:

<http://furthermaths.org.uk/parents>

Examination Board Edexcel

Assessment

40% External Examination
30% Performance (coursework)
30% Composition (coursework)

Course Structure

A Level Music
Component 1: Performance
Component 2: Composition
Component 3: Appraising

Subject specific minimum requirements:
IGCSE Music minimum grade 7

About the course

A level Music is a highly regarded subject, either alongside other creative courses or in demonstrating a broader range of skills next to Science, Mathematics or other subjects.

The course is based around developing three key skills; performing, composing and listening, and appraising. You build on your knowledge of musical theory, gain a solid understanding of the basic principles of performance, refine your practical skills, study and practice composition, and expand your knowledge of music history through listening and appraisal.

Within these areas of study, A level Music offers you the opportunity to develop your ability to use musical devices and conventions through composition, engage with and increase awareness and appreciation of the diverse heritage of music, and develop critical evaluation skills through appraising your own and other's music.

A level Music is essential if you are considering a job in the music industry, whether you plan to go down an academic or creative career path, and a strong choice if you are passionate about music.

PHYSICAL EDUCATION

Transferrable skills: Critical thinking, analysis and evaluation, time management, self-organisation, resilience ,teamwork, interpersonal skills, communication

Examination Board

AQA



Subject specific minimum requirements:
IGCSE Physical Education minimum grade 7

Assessment

External Exam 70%

Practical Performance (1 Sport), 15%

Coursework

(Analysis & Evaluation of Performance) 15%

Course Structure

Paper 1

Factors affecting participation in physical activity and sport

Paper 2

Factors affecting optimal performance in physical activity and sport

Non-exam Assessment

Practical performance in physical activity and sport

About the course

The course is a balanced and scientifically-based programme that focuses on the physiological and psychological principles related to health, fitness and performance. It offers a sociocultural perspective to help students understand the development and impact of sport globally, including the influence of technology and commercialisation. Students are encouraged to analyse and evaluate information in order to arrive at evidence-based ways of improving sports performance. They have the chance to develop their own skills and tactical awareness in their chosen sport, both as participants and as coaches.

The theoretical part of the course will enable students to explore the cardiovascular, respiratory, neuromuscular and skeletal systems and how they respond to training. Sports psychology will help students develop an understanding of anxiety, confidence and motivation issues that athletes may face at some point in their careers, suggesting ways to deal with these. Further sports science topics that students will study include nutrition, biomechanics, injury rehabilitation, sports law and ethics.

In the non-exam part of the course, students will be able to develop their skills in their selected sport using appropriate principles and methods of training. They can do this as either athletes or coaches with the aim of optimising their chances of success. Each student will produce a comprehensive plan to develop individual performance, based on an analysis of their strengths and weaknesses.

Transferrable skills: Critical thinking, reasoning, problem-solving, analysis, decision-making, innovation, productivity, collaboration, interpretation, intellectual curiosity

PHYSICS



Examination Board

Edexcel

Content

The content is relevant for learners who have achieved an International GCSE in Physics and who want to study this subject at a higher level. The content covers the major topics in physics, including mechanics, materials, waves, electricity, fields, thermodynamics, radiation, particles, oscillations and cosmology.

Assessment

100% exam

Assessment consists of three written papers at IAS level that are externally assessed. The International A level consists of three further written papers that are externally assessed.

The 2-year course includes 16 core practical activities and additional practical activities to further develop practical skills.

Subject specific minimum requirements: IGCSE Physics minimum grade 7

About the course

Exam Papers

Unit 1: Mechanics and Materials 40% of IAS, 20% of IAL

Unit 2: Waves and Electricity 40% of IAS, 20% of IAL

Unit 3: Practical Skills in Physics I 20% of IAS, 10% of IAL

Unit 4: Further Mechanics, Fields and Particles 40% of IA2, 20% of IAL

Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology 40% of IA2, 20% of IAL

Unit 6: Practical Skills in Physics II 20% of IA2, 10% of IAL

The aims and objectives of the Physics IAL course is to enable students to:

- demonstrate and apply the knowledge, understanding and skills described in the content.
- analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.
- be able to undertake a range of activities, including the ability to recall, describe and define, as appropriate.
- be able to explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.
- apply mathematical skills to physics. These skills include the ability to change the subject of an equation, substitute numerical values and solve algebraic equations using decimal and standard form, ratios, fractions and percentages.
- be familiar with Système Internationale d'Unités (SI) units and their prefixes, be able to estimate physical quantities and know the limits of physical measurements.
- essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- develop an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Practical work

Practical work is central to any study of physics. For this reason, the course includes 16 core practical activities that form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills, becoming confident practical physicists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they will be able to design and carry out practical activities, collecting data that can be analysed and used to draw valid conclusions. Students are encouraged to use information technology throughout the course.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure IAL

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Understand and respond, in speech and writing, to spoken language.	35.2	30.6	32.9
AO2	Understand and respond, in speech and writing, to written language.	34	31	32.5
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	30.8	23	26.9
AO4	Respond critically to themes and ideas from selected topics, literary texts or films.	0	15.4	7.7

About the course

Subject specific minimum requirements:
IGCSE Spanish minimum grade 7

The aims and objectives of this qualification are to enable students to:

- enhance your linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers

Examination Board Edexcel

Assessment

100% External Exam

Course Structure

Paper 1:

Translation into English, reading comprehension and writing (research question) in Greek

Paper 2:

Translation into Greek and written response to works

Paper 3:

Listening, reading and writing in Greek

Subject specific minimum requirements:

IGCSE Greek minimum grade 7

About the course

Content and assessment overview:

The Pearson Edexcel Level 3 Advanced GCE in Greek (listening, reading and writing) consists of three externally-examined papers that assess listening, reading and writing skills. These assessments will be set and marked by Pearson. Students must complete all assessments in May/June in any single year.

The aims of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Greece and Cyprus
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary
- develop their ability to understand language in spoken and written form
- develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Greek and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of Greece and Cyprus
- translate texts from English into Greek, and from Greek into English
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop as independent researchers through the language of study.

Non Native Greek IAL, GCSE and Certificate for the Knowledge of Greek

Transferrable skills: Critical thinking, non-routine and collaborative problem-solving, adaptability, interpretation, self-management, interpersonal skills



Examination Board IAL Greek (IAS/IAL) Assessment

100% External Exam

Course Structure

External exam
Unit 1 - 50% of A Level
Unit 2 - 50 % of A level

Subject specific minimum requirements:
GCSE Greek minimum grade 7

About the course

Students wishing to take the International Advanced Level must, therefore, complete both units. The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end

The aims of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written contexts
- the skills necessary for further study or employment
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

The following description is for Year 5 Non native speakers Group A and Group B

Group A:

Students will be guided in taking the relevant exam of the European Language framework that are offered by the Centre for the Greek language which is administrated and financed by the Greek Ministry of Education. The European language framework consists of different levels (A1, A2,B1,B2...) and aims in assessing understanding, speaking and communication.

Group B:

Students will be guided in taking the relevant exam of the European Language framework that are offered by the Centre for the Greek language which is administrated and financed by the Greek Ministry of Education. The European language framework consists of different levels (A1, A2,B1,B2...) and aims in assessing understanding, speaking and communication. In addition, based on the level of understanding and communication, students might take the GCSE exam (Higher or Foundation tier), if this hasn't not been taken earlier. For the description of the GCSE exam, please refer to the Year 3 Booklet.



Subject specific minimum requirements:

IGCSE Turkish minimum grade 7

About the course

Examination Board

Edexcel

Assessment

100% External Exam

Course Structure

Paper 1:

Translation into English, reading comprehension and writing (research question) in Turkish- 40%

Paper 2:

Translation into Turkish & written response to works- 30%

Paper 3:

Listening, reading and writing in Turkish- 30%

This qualification has a straightforward structure with four engaging themes: Changes in Turkish society; Art and Culture in Turkey and Cyprus; Opinions on Turkey; and Political issues in Turkey. The four themes are studied alongside two works (either two literary texts or one literary text and one film) and are assessed through three externally-examined papers. Literary texts are Three Anatolian Legends by Yashar Kemal, Farewell by Ayshe Kulin. Moreover, the movies are Buttonwood, My Grandfather's people, and 61 Days.

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Turkey and Cyprus
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of Turkish
- develop their ability to understand language in spoken and written form and to interact effectively with users of Turkish in writing
- develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies to build fluency and confidence in writing
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Turkish and understanding them within their cultural and social context.

The English School Nicosia GCE A Level results (May/June 2023)

Subject	Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%
Art	2019	100%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	83.3%	0.0%	16.7%	0.0%	0.0%	0%	0.0%
	2022	100%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2023	100%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Biology	2019	100%	24.0%	48.0%	16.0%	6.0%	4.0%	2.0%	0%	0.0%
	2020	100%	28.9%	40.0%	24.4%	4.4%	2.2%	0.0%	0%	0.0%
	2021	100%	59.0%	20.5%	12.8%	5.1%	2.6%	0.0%	0%	0.0%
	2022	100%	35.1%	43.2%	16.2%	2.7%	2.7%	0.0%	0%	0.0%
Business Studies	2019	100%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%	0%	0.0%
	2021	100%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	33.3%	33.3%	16.7%	16.7%	0.0%	0.0%	0%	0.0%
Chemistry	2019	100%	0.0%	16.7%	16.7%	16.7%	33.3%	0.0%	0%	16.7%
	2020	100%	0.0%	16.7%	16.7%	16.7%	33.3%	0.0%	0%	16.7%
	2021	100%	59.6%	25.5%	10.6%	2.1%	2.1%	0.0%	0%	0.0%
	2022	100%	51.5%	30.3%	12.1%	6.1%	0.0%	0.0%	0%	0.0%
Design Technology	2019	100%	15.2%	39.4%	18.2%	3.0%	15.2%	9.1%	0%	0.0%
	2020	100%	0.0%	40.0%	20.0%	40.0%	0.0%	0.0%	0%	0.0%
	2022	100%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	0%	0.0%
	2023	100%	0.0%	14.3%	28.6%	14.3%	14.3%	28.6%	0%	0.0%
Economics	2019	100%	24.1%	53.7%	20.4%	0.0%	0.0%	1.9%	0%	0.0%
	2020	100%	26.2%	42.6%	21.3%	8.2%	1.6%	0.0%	0%	0.0%
	2021	100%	56.5%	30.4%	13.0%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	31.6%	33.3%	21.1%	8.8%	3.5%	1.8%	0%	0.0%
English Language	2019	100%	17.8%	46.7%	20.0%	8.9%	0.0%	4.4%	0%	2.2%
	2020	100%	8.3%	25.0%	33.3%	25.0%	8.3%	0.0%	0%	0.0%
	2021	100%	13.3%	26.7%	33.3%	13.3%	13.3%	0.0%	0%	0.0%
	2022	100%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
English Literature	2019	100%	9.1%	36.4%	45.5%	9.1%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%	0%	0.0%
	2021	100%	0.0%	40.0%	26.7%	26.7%	6.7%	0.0%	0%	0.0%
	2022	100%	22.2%	33.3%	22.2%	22.2%	0.0%	0.0%	0%	0.0%
French	2019	100%	40.0%	26.7%	26.7%	6.7%	0.0%	0.0%	0%	0.0%
	2020	100%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	0.0%	38.5%	38.5%	15.4%	0.0%	7.7%	0%	0.0%
	2022	100%	0.0%	38.5%	38.5%	15.4%	0.0%	7.7%	0%	0.0%
Geography	2019	100%	0.0%	72.7%	9.1%	9.1%	9.1%	0.0%	0%	0.0%
	2020	100%	12.5%	62.5%	25.0%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	25.0%	25.0%	0.0%	25.0%	25.0%	0.0%	0%	0.0%
History	2019	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	47.1%	23.5%	0.0%	29.4%	0.0%	0.0%	0%	0.0%
	2022	100%	39.5%	18.4%	15.8%	21.1%	2.6%	2.6%	0%	0.0%
Mathematics	2019	100%	33.3%	55.6%	0.0%	11.1%	0.0%	0.0%	0%	0.0%
	2020	100%	15.8%	31.6%	31.6%	10.5%	5.3%	0.0%	0%	5.3%
	2021	100%	17.2%	37.9%	34.5%	3.4%	6.9%	0.0%	0%	0.0%
	2022	100%	40.0%	30.0%	20.0%	0.0%	0.0%	0.0%	0%	10.0%
Computer Studies	2019	100%	35.0%	30.0%	20.0%	5.0%	10.0%	0.0%	0%	0.0%
	2020	100%	4.2%	33.3%	50.0%	8.3%	4.2%	0.0%	0%	0.0%
	2021	100%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0%	0.0%
	2022	100%	50.0%	10.0%	20.0%	0.0%	20.0%	0.0%	0%	0.0%
Mathematics	2019	100%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	30.4%	40.2%	15.2%	7.1%	7.1%	0.0%	0%	0.0%
	2021	100%	48.6%	28.3%	12.3%	7.2%	2.9%	0.7%	0%	0.0%
	2022	100%	68.4%	18.4%	6.1%	2.6%	3.5%	0.9%	0%	0.0%
Mathematics	2019	100%	44.1%	26.8%	12.6%	5.5%	5.5%	3.9%	0%	1.6%
	2020	100%	24.8%	31.6%	16.2%	12.8%	5.1%	4.3%	0%	5.1%
	2021	100%	24.8%	31.6%	16.2%	12.8%	5.1%	4.3%	0%	5.1%
	2022	100%	24.8%	31.6%	16.2%	12.8%	5.1%	4.3%	0%	5.1%

Mathematics (Further)	2019	100%	41.4%	20.7%	17.2%	10.3%	3.4%	3.4%	0%	3.4%
	2020	100%	66.7%	18.8%	8.3%	4.2%	0.0%	2.1%	0%	0.0%
	2021	100%	72.5%	20.0%	0.0%	2.5%	5.0%	0.0%	0%	0.0%
	2022	100%	47.6%	26.2%	14.3%	9.5%	0.0%	2.4%	0%	0.0%
	2023	100%	32.4%	35.1%	16.2%	8.1%	2.7%	2.7%	0%	2.7%
Greek (from 2017-2019 Year 5, from 2021 Year 6)	2019	100%	17.1%	79.3%	3.6%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	71.4%	24.6%	4.0%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2023	100%	65.5%	31.9%	2.5%	0.0%	0.0%	0.0%	0%	0.0%
Music	2019	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%	0%	0.0%
	2021	100%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2023	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Physical Education	2018	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%
	2019	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%
Physics	2019	100%	22.2%	24.4%	33.3%	17.8%	2.2%	0.0%	0%	0.0%
	2020	100%	42.6%	38.9%	9.3%	7.4%	0.0%	1.9%	0%	0.0%
	2021	100%	63.9%	13.9%	16.7%	2.8%	2.8%	0.0%	0%	0.0%
	2022	100%	42.1%	21.1%	21.1%	13.2%	2.6%	0.0%	0%	0.0%
	2023	100%	31.7%	31.7%	17.1%	4.9%	9.8%	2.4%	0%	2.4%
Spanish	2019	100%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	71.4%	28.6%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%	0%	0.0%
	2023	100%	0.0%	40.0%	20.0%	40.0%	0.0%	100.0%	0%	0.0%
Turkish (from 2017-2019 Year 5, from 2021 Year 6)	2019	100%	56.3%	31.3%	12.5%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	53.8%	38.5%	7.7%	0.0%	0.0%	0.0%	0%	0.0%
	2022	100%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2023	100%	63.6%	36.4%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
A Level	2019	100%	24.8%	46.1%	18.8%	5.9%	3.2%	0.8%	0%	0.3%
	2020	100%	36.0%	35.6%	17.9%	7.5%	2.4%	0.8%	0%	0.0%
	2021	100%	64.1%	23.1%	8.0%	2.7%	1.7%	0.2%	0%	0.2%
	2022	100%	53.8%	22.5%	12.3%	6.6%	3.1%	1.4%	0%	0.3%
	2023	100%	32.6%	34.7%	15.5%	7.3%	4.8%	3.3%	0%	1.9%



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